

UCF Allies Program Resource Manual



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An Introduction to Allies

What is the Allies Program?

The UCF Allies Program facilitates the creation of visual safe spaces and open support for GLBT people by positively embracing the value and distinctiveness of people of all sexual identities. The Allies Program began at the University of Central Florida during the 2002-2003 academic school year by Dr. Karen Hofmann, a psychologist at the Counseling Center. At that time, the Counseling Center sponsored the first Allies workshop (called an Advance) for students, staff, and faculty members interested in showing visual support for gay, lesbian, bisexual, and transgender (GLBT) people at the university.

Now, at a time when everyday discrimination remains a pervasive threat to members of the GLBT community, the Allies Program is an imperative project that supports UCF's mission and strategic goal to become more inclusive and diverse. GLBT students, staff, and faculty members need a safe and inclusive environment in which they can openly be themselves without fear of retaliation or discrimination. The Allies Program hopes to a part of creating that safety at UCF.

Mission and Goals

Three specific Allies Program goals exist in order to fulfill the mission of reducing homophobia and heterosexism and increasing GLBT inclusiveness on campus. These goals are:

- To promote and maintain positive visible support for GLBT people and issues in order to foster an atmosphere that celebrates diversity and fairness, and to ensure the opportunity to live safe and open lives for all members of the UCF community.
- To conduct frequent training opportunities for any students, faculty, and staff, in order to raise awareness, and to educate the community about issues facing the GLBT community. These training sessions will provide the opportunity to sign an "Allies contract" and to receive a placard displaying personal support of sexual diversity. These placards will indicate to all that issues of sexual orientation can be discussed openly, without fear of discrimination.
- To serve as a resource and support for all Allies and members of the UCF community by way of the website, list-serve, and visible Allies, and by facilitating exchanges across departments and between student, staff and faculty within UCF. The Allies Program may also participate in advocacy opportunities and support other GLBT organizations and functions.

Membership

Any person willing to attend an Allies Advance is welcome to do so. The Advance is a three-hour, interactive workshop where participants learn about issues affecting the GLBT community. After completion of an Advance, a participant can choose to sign a contract and receive a placard indicating his or her support and involvement in the program. The participant may display his or her placard in a resident hall, office, workspace, or other appropriate location. The placard, however, is intended for the individual. ***Please do not post placards where people might interpret their being indicative of an entire department, unless each department member has gone through an Advance and has signed a contract.***

Advances occur at various times throughout the year or by request. For more information or to request an Advance, call Karen Hofmann, Ph.D. via the Counseling Center at (407) 823-2811 or Michael Freeman via the Office of Diversity Initiatives at (407) 823-6479.

Responsibilities of Being an Ally

- I am an Ally for and with gay, lesbian, bisexual, and transgender people.
- I will be making a difference in the lives of gay, lesbian, bisexual, and transgender members of the campus community.
- I am a "safe person" for someone who is gay, lesbian, bisexual or transgender. This means that I am committed to listening, understanding, providing support and to maintaining confidentiality. I am also committed to speaking with non-gay roommates, friends, or family members who may have questions and wish to speak with someone about these issues.
- I will work to reduce or confront my own or someone else's homophobia and heterosexism by being open, aware, speaking up, or by demonstrating my support of people in various ways. This may include speaking up when a homophobic joke is told, planning awareness activities, or just being there.
- Though I may be an Ally for the gay, lesbian, and bisexual community, my actions mean little if I simultaneously put down other groups based on their race, culture, gender, social status, or physical and mental abilities.

An Ally Is...

- Someone who made a pledge to attend an Advance to become an official Ally
- Someone who is committed to providing visible support for the GLBT community
- Someone to whom a person can go for help or advice on difficulties with a class schedule, being homesick, relationship troubles, etc. and know that his or her sexual orientation is not an issue in need of concealment
- Someone who is devoted to offering a confidential safe zone for members of the GLBT community where language and actions do not have to be guarded
- Someone who is available as a reference for questions about sexual orientation issues
- Someone who agrees to combat homophobia and heterosexism on a personal level
- Someone who agrees to support other Allies
- Someone who is sensitive to and concerned for individuals during the coming out process

An Ally Can Be...

- An activist for GLBT rights through marches, letters, etc.
- A public speaker for groups interested in the Allies Program or an Ally's perspective of the GLBT community
- An attendee of GLBT meetings and activities

An Ally Is Not...

- A licensed, professional counselor.
- A spokesperson for the GLBT, heterosexual, or university communities at large.
- An expert on the coming out process or GLBT issues.

Allies Program Advisory Board

The Advisory Board of the Allies Program is a group of key students, staff, and faculty members who assist the program by offering intellect, time, and resources.

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Important Definitions

Androgyne: A person appearing and identifying as neither man nor woman; presents a gender either mixed or neutral

Bisexual: A person primarily emotionally, physically, and/or sexually attracted to members of the same and opposite sexes

Coming Out: Refers to the process by which one accepts one's own sexuality (to come out to one's self); refers to the process by which one shares one's sexuality with others (to come out to others); a continuous, circular, and life-long process

Cross-dresser: A heterosexual individual who enjoys dressing up as someone of the opposite sex; often for casual enjoyment, not as a lifestyle choice

Drag King: The common term used for lesbians who dress up as men and perform on stage

Drag Queen: The common term used for gay men who dress up as women and perform on stage; used interchangeably with "female impersonator;" sometimes considered offensive to female impersonators

Dyke: A sometimes derogatory term used to describe a lesbian

Faggot: A sometimes derogatory term used to describe a gay man; derived from the word "faggot" meaning a stick or sticks; evolved from the burning of homosexuals during the Middle Ages

Female Impersonator: A gay man who dresses up as a woman and performs on stage as his profession of choice

Gay: The common and accepted term for homosexual males; also applies to anyone attracted to members of the same sex

Gender Identity: A person's sense of being male or female

Hermaphrodite: A person born with mixed sexual physiology; also known as intersexed

Heteronormativity: Anything that goes against what is seen as mainstream and/or heterosexist

Heterosexism: Sexual orientation prejudice combined with the majority power to impose such prejudice; usually used to the advantage of the group in power; any attitude, action, or practice backed by institutional power that subordinates people because of sexual orientation

Heterosexual: A person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex

Homophobia: The irrational fear of homosexuals, homosexuality, or any behavior, belief, or attitude said to indicate intolerance of homosexuality; may include violence in extreme incidences

Homosexual: A person primarily emotionally, physically, and/or sexually attracted to members of the same sex

In the Closet: May refer to a homosexual who has not yet accepted his or her own sexuality (to be in the closet to one's self); may refer to a homosexual who chooses not to share his or her sexuality with friends, co-workers, or society (to be in the closet to everyone)

Lesbian: The common and accepted term for homosexual females

Outing: Telling someone a person is homosexual without that person's permission

Queer: Anything that goes against heteronormativity

Transgender: A person living as the gender opposite to his or her anatomical sex

Transsexual: A person who identifies him or herself as the gender opposite to his or her assignment at birth; has undergone surgery to change his or her gender

Transvestite: A heterosexual man who enjoys dressing up as a woman

Important Symbols



Black Triangle: Used to identify and persecute women—many of whom were lesbians—in Nazi Germany who refused to bear children



Double Man's Symbol: Derived from the astrological symbol of Mars, Greek god of war and patron of warriors; represents man loving man; arrows are phallic symbols



Double Woman's Symbol: Denotes the planet Venus, metal, copper, and femininity; represents woman loving woman; also known as “the mirror of Venus”



Labrys: Double-bladed ax; scepter of goddess Demeter (Artemis); a female Scythian warrior may have originally battled using the labrys; appears in ancient Cretan art and has become a symbol of lesbianism



Lambda: Gay Activities Alliance of New York designated lambda the symbol of gay liberation in 1970; represents synergy—concept that the whole is greater than the sum of its parts; in Greek, the letter L



Pink Triangle: Used to identify and persecute gay men in Nazi Germany

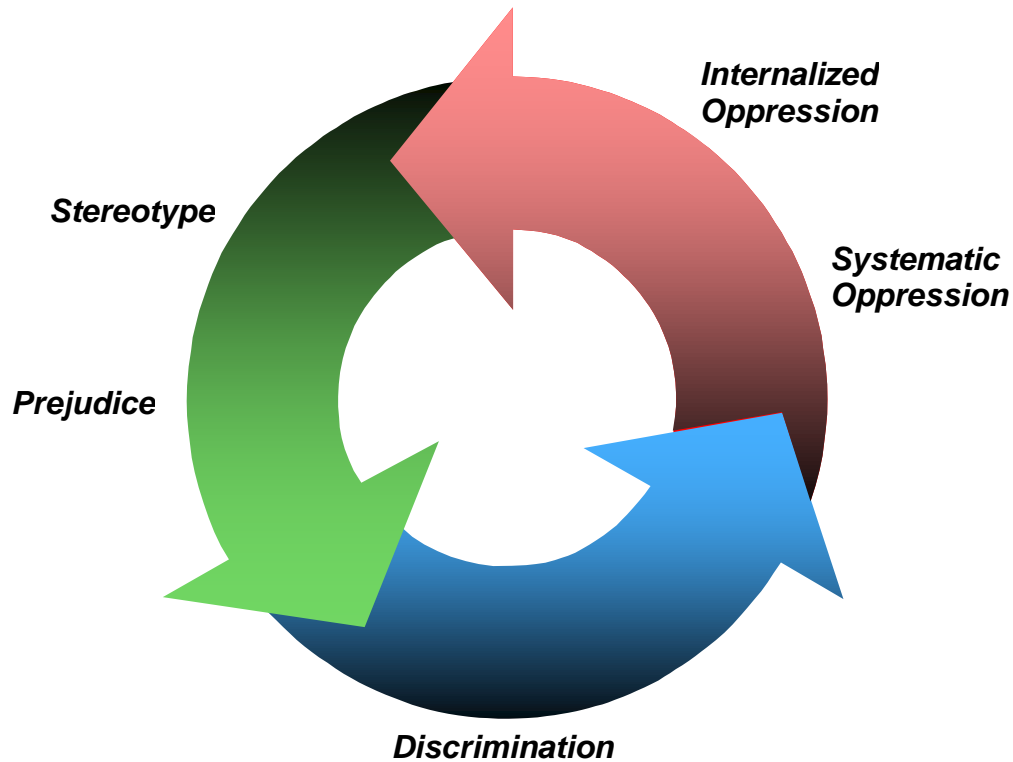


Rainbow Flag: Recognized symbol in the GLBT community; use began in the 1970s at gay pride marches (primarily west coast); six rainbow colors represent the diversity of the GLBT community

Adapted from the Texas A&M Allies Resource manual (1984)

UCF Allies Program (2002)

The Cycle of Oppression



A Self-Perpetuating Cycle

By including the above graphic and defining the below terms, one is able to examine the link between each stage and the momentum that perpetuates society's circular oppression.

Stereotype: A preconceived or oversimplified generalization about an entire group of people without regard for individual differences

- Stereotypes form the foundations of prejudices.

Prejudice: A conscious or unconscious negative belief about a whole group of people and its individual members

- When the person exhibiting the prejudice also has and uses power to deny opportunities, resources, or access to a targeted individual because of his or her identification with a particular group, discrimination occurs.

Discrimination: Prejudice plus power

- Discrimination can assume numerous forms including racism, sexism, heterosexism, lesbianism, etc.
- Acts of discrimination built up over time—perpetuated against a relatively less powerful social group by a more powerful social group—lead to a group’s being in a state of systematic oppression.

Systematic Oppression: Arrangements of a society used to benefit one group at the expense of another by language, media, education, religion, economics, etc.

- Social beliefs and practices sustain this type of oppression.
- Because a majority institutionalizes oppression in our society, target group members often believe the messages and internalize the oppression.

Internalized Oppression: The process by which a member of an oppressed group comes to accept and live out the inaccurate stereotypes applied by the oppressed group

- When target group members believe their stereotypes, they tend to act them out. This perpetuates the stereotypes, reinforces prejudices, and keeps the cycle of oppression going.

Adapted from the Texas A&M Allies Resource manual (1984)
UCF Allies Program (2002)

Homophobia and You

One does not have to be gay, lesbian, bisexual, or transgender—or know someone who is—to experience homophobia’s negative effects. Although homophobia actively oppresses gay, lesbian, bisexual, and transgender individuals, it also hurts heterosexuals. Below, one is able to see the harmful repercussions of homophobia.

- Inhibits the ability of heterosexuals to form close, intimate relationships with members of their own sex, for fear of being perceived as gay, lesbian, bisexual, or transgender
- Locks people into rigid gender-based roles that hinder creativity and self expression
- Compromises human integrity by pressuring people to treat others inadequately
- Results in the invisibility or erasure of gay, lesbian, bisexual, or transgender lives and sexuality in school-based sexual education, keeping vital information from students
- Causes premature sexual involvement, increasing the chance of teen pregnancy and the spread of sexually transmitted diseases
- Adds to the pressure to marry, placing undue stress on heterosexual spouses and children
- Hinders diversity, making it unsafe for any person to express characteristics not considered mainstream or dominant

By challenging homophobia, people are not only fighting oppression for specific groups of people, but are also striving for a society that accepts and celebrates the differences in everyone.

Blumenfeld, Warren (1992) *Homophobia: How we all pay the price*. Beacon Press, Boston.

Allies Program, University of Central Florida, Orlando.

Heterosexuality in Perspective

When one turns around questions commonly asked of gay, lesbian, and bisexual individuals, an enlightening perspective on sexual orientation emerges.

- What, do you think, caused your heterosexuality?
- When and where did you first decide that you were a heterosexual?
- Is it possible that your heterosexuality is just a phase you might outgrow?
- If you have never slept with a member of the same sex and enjoyed it, is it possible that all you need is one good gay lover?
- To whom have you disclosed your heterosexual tendencies, and how did he or she react?
- Why do heterosexuals seem compelled to seduce others into their lifestyles?
- Why do you insist on flaunting your heterosexuality?
- With so many child molesters being heterosexual, do you feel safe exposing your child to heterosexual teachers?
- Why do heterosexuals place so much emphasis on sex?
- With the menace of overpopulation, could the world survive if every person decided to be heterosexual?
- Is it possible that your heterosexuality stems from a neurotic fear of members of the same sex?

Adapted from the Texas A&M Allies Resource manual (1984)

UCF Allies Program (2002)

Heterosexual Privileges

- As a heterosexual, I am privileged to hold my girlfriend or boyfriend's hand without fear while walking across campus.
- As a heterosexual, I am privileged to join the ROTC without fear of persecution or the loss of my scholarship and career plans.
- As a heterosexual, I am privileged to rush a fraternity or sorority without fear of rejection based on my sexual identity.
- As a heterosexual, I am privileged to talk freely about my "relationships" with roommates, friends, and family.
- As a heterosexual, I am privileged to play varsity sports without fear of removal based on my sexual identity.
- As a heterosexual, I am privileged to walk into a bar or dance with my partner without fear of verbal or physical abuse.
- As a heterosexual, I am privileged to interview for jobs and be able to discuss my plans for marriage without fear of discrimination.
- As a heterosexual, I am privileged to run for a student leadership position without a focus only on my sexual identity.
- As a heterosexual, I am privileged to walk through the University of Central Florida's campus without fear of physical or verbal harm based solely on my sexual identity.
- As a heterosexual, I am privileged to be a member of the dominant culture, and **I may choose to be an Ally for gay, lesbian, bisexual, and transgender students.**

Adapted from the Texas A&M Allies Resource manual (1984)

UCF Allies Program (2002)

Riddle Homophobia Scale

Taken from Wall, V. (1995). Beyond Tolerance: Gays, lesbians and bisexuals on campus. A handbook of structured experiences and exercises for training and development. American College Personnel Association.

Homophobia is defined as the irrational fear of homosexuals, homosexuality, or any behavior, belief, or other which does not conform to rigid sex role stereotypes. It is this fear that enforces sexism as well as heterosexism.

Homophobic Levels of Attitude

1. Repulsion

Homosexuality is seen as a crime against nature. Gays/lesbians are sick, crazy, immoral, sinful, wicked, etc. Anything is justified to change them: prison, hospitalization, negative behavior therapy, violence, etc. There is hatred.

2. Pity

Being Gay is seen as less mature and certainly not a way of being if it can be helped. Any possibility of becoming "straight" is reinforced, and those who seem to be born that way should be pitied and repaired.

3. Tolerance

Homosexuality is seen as something negative, but in existence within society that one has to live with or "tolerate". There is a cognitive splitting of the individual. The person is seen as "good", but the behavior or gay lifestyle is seen as "bad". An example of this belief system is, "love the sinner, hate the sin". Thus, gays/lesbians are less mature than heterosexuals and should be treated with the protectiveness and indulgence one uses with a child. Gays and lesbians should not be given positions of authority because they are still working through their adolescent behavior.

4. Acceptance

The Acceptance of gay people still implies there is something to accept. Heterosexuals see being gay as acceptable, but not the preferred way to be. This is characterized by such statements as; "you're not a lesbian, you're a person"; or "what you do is your own business"; or "it's fine with me, just don't flaunt it."

Positive Levels of Attitude

5. Support

A person works to safeguard the rights of lesbians and gays. People at this level may be uncomfortable themselves, but they are aware of the homophobic climate and unfair treatment in society. May not be ready to self-identity as an Ally.

6. Admiration

A heterosexual person can acknowledge that being gay or lesbian in our society takes strength. People at this level are willing to truly examine their homophobic attitudes, values, and behaviors. May be an Ally in everyday life, but not a visible one.

7. Appreciation

This person values the diversity of people and sees gays and lesbians as a valid part of that diversity. These people are willing to combat homophobia in themselves and others. People are often comfortable being a visible Ally.

8. Nurturance

A person assumes that gay and lesbian people are indispensable in our society. He/She view gays and lesbians people with genuine affection and delight, and are willing to be visible allies and advocates. At this level, the person may be involved in taking action to cause systemic changes for equality.

Coming Out

Cass Model of Gay Identity Development: Stages of Coming Out

Coming out is a continuous and circular process. The process begins with self-realization of sexuality and gradually moves towards confidently sharing one's self with others. The process is an important mechanism in reclaiming one's sexual orientation as normal and healthy.

Coming out to one's self is important in order to develop a positive self-identity, even though it is perhaps the hardest step, as it involves self-appreciation and acceptance. Coming out to others is also difficult, as it involves taking risks with family and social acceptance. Facing trials and difficulties associated with coming out results in a healthier lifestyle. It reduces isolation and alienation and allows for increased support.

Naturally, people have fears about coming out. There is a possibility of rejection and the loss of relationships because of lack of understanding or approval. Additionally, there are real possibilities of harassment and abuse, assault and physical violence, or institutionalized discrimination and prejudice.

There are stages in the process of coming out. These stages are not necessarily mutually exclusive nor are they experienced only once.

- **Stage One - Identify Confusion**

- Identification with mainstream
- Denial of inner feelings
 - Who am I?
 - Am I different?

- **Stage Two - Identify Comparison**

- Begin to self-question
 - Maybe I am gay.
 - I am alone.
 - What are gay people like?

- **Stage Three - Identify Tolerance**

- Break through denial
 - I accept the possibility that I may be gay.
 - Look for gay contacts

- **Stage Four - Identify Acceptance**

- Research and explore homosexuality
 - I am gay.
 - Am I okay?
 - Carefully come out to people

- **Stage Five - Identify Pride**

- Feel pride in new identity
- May experience deep rage toward majority culture
- May adopt or heighten stereotypical behaviors and characteristics
- May isolate self from mainstream values and activities
 - I am proud to be gay.
 - I do not and will not pass for straight.

- **Stage Six - Identify Synthesis**

- Acceptance and integration of new identity
- May go through five stages of grief
- Internalize pride and positive feelings about identity
- Typically is “out” with friends, family, at work
- More at peace with self
 - I am gay, and I am fine.

Other theories of coming out roughly follow the same pattern. The initial stage of awareness gradually evolves into acceptance and appreciation. It is important to note that the purpose of this process is to allow a person to integrate sexual orientation into the rest of his or herself. After attaining security and confidence, a person will share that integrated self with others.

Adapted from Cass, V. (1979). Homosexual Identity Development.

Adapted from Texas A&M Allies Program

UCF Allies Program (2002)

Questions to Consider Before Coming Out

The following list offers questions one should consider before coming out to others.

- **Are you confident about your sexual orientation?**
 - You should be confident in your answer to the above question. Confusion may undermine your credibility.
- **What is your motive?**
 - Sexuality is not an emotional weapon. Come out to people you want to bring closer to you.
- **Are you comfortable with your sexuality?**
 - If you are uncomfortable with yourself, how can you justify yourself to others? Come out when you have a confident and positive self-image.
- **Do you have a support network?**
 - You need an environment in which you feel comfortable. If that environment is not with family, you should seek out a group of friends or a supporting organization.
- **Are you knowledgeable about homosexuality?**
 - The best defense is a good offense. Do research so you are prepared to answer and correct the most common misconceptions regarding homosexuality.
- **Do you have available resources?**
 - Most heterosexuals have little real knowledge of homosexuality. Be prepared to offer references, a contact for a homosexual support group, or the name of a third party counselor.
- **What is the emotional climate?** Timing is crucial. You will want the undivided attention of the person to whom you are coming out.

Adapted from the Texas A&M Allies Program (1984)

UCF Allies Program (2002)

Coming Out: What Friends Need to Know

Information for GLBT Friends

The term “coming out” (of the closet) refers to the life-long process of the development of a positive gay, lesbian, bisexual, or transgender identity. It is a very long and difficult struggle for many people because they often have to confront many homophobic attitudes and discriminatory practices along the way. Many individuals first need to struggle with their own negative stereotypes and feelings of homophobia which they learned when they were growing up. Before these people can feel good about who they are, they will need to challenge their own attitudes and take them from the lower end of that homophobic continuum (repulsion, pity, tolerance) to feelings of appreciation and admiration. But it often takes years of painful work to develop a positive gay or gender identity. Then, many individuals begin to make decisions about whom to tell that they are gay, lesbian, bisexual, or transgender. Many of these people are afraid to “come out” to their friends and family.

What might gays, lesbians, bisexuals, or transgendered individuals be afraid of?

- Rejection – loss of relationships
- Gossip
- Harassment/abuse
- Being thrown out of family
- Being thrown out of house
- Having their lover arrested
- Loss of financial support
- Losing their job
- Physical violence

How might gays, lesbians, bisexuals, or transgendered individuals feel about their coming out to someone?

- Scared
- Vulnerable
- Relieved
- Wondering how the person will react
- Proud

What do you think gays, lesbians, bisexuals, or transgendered individuals want from the people they come out to?

- Acceptance
- Support
- Understanding
- Comfort
- Closer friendship
- That knowing won't negatively affect their friendship
- A hug and a smile
- An acknowledgment of their feelings

How might someone feel after a gay, lesbian, bisexual, or transgendered person comes out to them?

- Scared
- Shocked
- Disbelieving
- Uncomfortable
- Not sure what to say
- Not sure what to do next
- Wondering why the person “came out”
- Supportive
- Flattered
- Honored
- Angry
- Disgusted

Why might gays, lesbians, bisexuals or transgendered individuals want to come out to friends/relatives?

- End the “hiding game”
- Feel closer to those people
- Be able to be “whole” around them
- Stop wasting energy by hiding all the time
- Feel like they have integrity
- To make a statement that “gay is ok”

Developed by Vernon Wall and Jamie Washington, 1989.

How to Support a Person's Coming Out

Coming out can be a demanding process. The previous sections offer advice to those who are coming out, but this section is devoted to the people who receive the coming out information. Societal norms designate being different as wrong. As so, it is only natural to feel nervous or uncomfortable when you learn someone close to you is “different.” Please consider the following suggestions on how to make the process easier for you and the person coming out to you.

- Know that the person coming out to you wants to strengthen your relationship by sharing him or herself with you.
 - Do not worry about issues of attraction. If there are any feelings that are not mutual, you can work through them together.
- Be considerate and respectful of the person coming out to you.
 - Do not judge the person. He or she is potentially risking the loss of your friendship.
- If you feel comfortable, offer your support.
 - Learn more about the GLBT community. Invite the partner, if there is one, to activities that involve you and the person.
- If you do not feel comfortable, explain why.
 - You may have been raised in an environment where being gay is wrong. Explain your thoughts and feelings, keeping in mind that it may have been harder for the person to tell you than it is for you to accept the information. If you find you cannot accept a person's coming out, attempt to leave a door open by acknowledging that your thoughts and feelings can change.
- Continue to treat the person just as you did before.
 - Do not allow the person to become isolated. The person needs your support at this crucial time in his or her life.
 -

Adapted from Don Clark's "Loving Someone Who is Gay"
Allies Program, University of Central Florida, Orlando (2002)

The Kinsey Scale

Most people believe that sexuality is an “either/or” issue; you are either heterosexual or homosexual. Dr. Alfred Kinsey and his associates conducted studies in the 1940s and 1950s to show there is a continuous range of sexuality as opposed to discrete categories. Kinsey then developed a seven-point continuum based on the degree of sexual responsiveness people have for members of the same and opposite sexes. The continuum is as follows:

- (0) Exclusively heterosexual
- (1) Predominantly heterosexual, incidentally homosexual
- (2) Predominantly heterosexual, but more than incidentally homosexual
- (3) Equally heterosexual and homosexual
- (4) Predominantly homosexual, but more than incidentally heterosexual
- (5) Predominantly homosexual, incidentally heterosexual
- (6) Exclusively homosexual

Kinsey considered a variety of activities in order to obtain an individual’s ranking. The following is a list of those activities:

- Fantasies
- Thoughts
- Emotional Feelings
- Dreams
- Frequency of Sexual Activity

Many heterosexuals will fall somewhere between numbers 0-3 if they experience any of the above involving a member of the same sex.

Adapted from Kinsey, A.C. Pomeroy, W.B. & Martin, C.E (1948). *Sexual behavior in the human male*. Philadelphia: W.B. Saunders.

Allies Program, University of Central Florida, Orlando (2002)

GLBT Challenges and Issues

Frequently Asked Questions

- **Can one identify a homosexual person by mannerisms and characteristics?**
 - One can only identify a small percentage of homosexuals by mannerisms and characteristics. These mannerisms are generally effeminate in gay men and masculine in lesbians. In fact, a number of heterosexuals possess the same mannerisms identified with homosexuals.
- **In gay relationships, does one partner assume a masculine role while the other assumes its feminine reciprocal?**
 - This is an old pattern from when gay and lesbian people had nothing but traditional roles with which to identify. Most modern homosexual couples work on a basis of equality and mutual respect. Each partner wants to appreciate the other for who he or she is, not what he or she can fulfill.
- **What causes homosexuality?**
 - Many theories propose that homosexuality is “caused” by something (i.e. hormonal imbalance, social conditioning, family dynamics, or negative experiences with the opposite sex). When one asks what causes homosexuality, implicit in the question is the idea that there is something wrong with homosexuality and if one could find out what causes it, one could cure it. There is nothing wrong with being homosexual and there is no cure because it is not an illness of any sort.
- **Is it true that most homosexual people simply have had poor experience with those of the opposite sex?**
 - Homosexuals who enter into heterosexual relationships out of fear or desperation cause undue emotional strain for everyone involved. Most homosexuals would not choose to enter into sexual relationships with members of the opposite sex. They resent and

challenge the inference that only heterosexuals can have “good” sex.

- **Aren't the majority of child molesters gay?**
 - According to police statistics, over ninety percent of all convicted child molesters are heterosexual males. Does one ever read articles in which the reporter identifies the murderer, kidnapper, or child molester as heterosexual? No. When the suspect is homosexual, however, sexual orientation becomes a prominent issue. Consequently, the public has learned to associate homosexuality with child molestation.

- **Does homosexuality exist in nature?**
 - All animals—including humans—can respond to homosexual stimuli. To a certain degree, homosexuality is universal within almost every species. An anthropological study found that sixty-four percent of non-western cultures considered homosexuality normal and socially acceptable.

- **Won't gay men and lesbians try to persuade heterosexuals to become gay or lesbian?**
 - Numerous studies have shown that a person's sexual orientation is established by age four or five. One cannot make a person homosexual or heterosexual; it is, therefore, unlikely that gay men and lesbians will attempt to change the sexual orientation of heterosexuals.

- **Is there a significant difference between the lifestyles of gay men and lesbians?**
 - No inherent differences between any intimate relationships exist. Unfortunately, societal pressures cause distinct differences. Society expects all men—gay or straight—to be macho or to engage in more short-term relationships than women and expects all women to believe that only long-term monogamy is right. Once society discards sex roles, every person can exist as he or she chooses. Women and men, regardless of sexual orientation, will be able to explore a variety of lifestyles and models of behavior.

- **Is homosexuality a type of mental illness?**
 - In 1973, the American Psychological Association determined that homosexuality is a way of life, not a mental or emotional illness. The American Psychological Association has taken the official position that it would be unethical to try to change the sexual orientation of a homosexual person.

- **Does a childhood homosexual experience predispose someone to choose the homosexual lifestyle as an adult?**
 - Approximately seventy percent of all people will have at least one homosexual experience before the age of eighteen. If homosexual experiences as a child did, in fact, influence someone's sexual orientation, far more individuals would be homosexuals.

Homosexuality and Religion

Today, many Christian churches in America are open and accepting of gay and lesbian members. Several of the more liberal churches even work towards supporting equal rights for gays and lesbians, but there still are churches or religions that condemn homosexuality.

The issues about homosexuality are very complex and not understood by most members of religion organizations. To them, it is a vile form of sexual perversion condemned in both the Old and New Testaments.

- **Bernard Ramm**, American Baptist Seminary of the West

There is nothing in the Old Testament that corresponds to homosexuality as we understand it today.

- **Marten H. Woudstra**, Calvin Theological Seminary Old Testament scholar

The ancients conceived of "sexuality" in non-sexual terms: what was fundamental to their experience of sex was not anything we would regard as essentially sexual. Rather, it was something essentially social—namely, the modality of power relations that informed and structured the sexual act.

- **David Halperin**, Massachusetts Institute of Technology

Biblical judgments against homosexuality are not relevant to today's debate. They should no longer be used...not because the Bible is not authoritative, but simply because it does not address the issues involved...No single New Testament author considers homosexuality important enough to write his or her own sentence about it.

- **Robin Scroggs**, Union Seminary

About eighty-eight percent of North American adults identify themselves as Christian. Christianity outnumbers each of the smaller organized religious groups in North America by a factor of fifty or more. Thus, the relationship between homosexuality and religion is almost entirely the relationship between homosexuality and Christianity.

- **www.religioustolerance.org**, website to promote religious tolerance and freedom

Below are the views that various denominations hold concerning homosexuality.

- **Roman Catholic**
 - The Pope's official stance remains that homosexuality is a sin, but that does not describe how all fifty-three million Roman Catholics feel. The Vatican did issue a catechism in November 1992, the first in over four hundred years, to say that because homosexuals do not willingly choose sexual orientation, "one must avoid all unjust discrimination against them."
- **Southern Baptists**
 - The Southern Baptists have traditionally interpreted the Bible very literally. In 1992, they "disfellowshipped" a church for blessing the union of two homosexual men. Still, they learn to "love homosexuals" even if they do not accept homosexuality.
- **Mormon**
 - The Mormon views are very similar to Southern Baptists in that they view any sexual behavior outside of sex between a husband and wife to be "sinful." Mormon doctrine, however, can change rather quickly as more and more churches begin to accept homosexuality.
- **United Methodist**
 - Several churches already totally accept gays and lesbians in congregations. Despite this, attendees at the annual convention of the United Methodist Church refuse to alter the stance on prohibiting ordination of gays and lesbians.

- **Presbyterian USA**
 - As with the United Methodist Church, Presbyterian USA prohibits ordaining gays and lesbians.

- **Evangelical Lutheran**
 - Evangelical Lutheran churches are semi-autonomous, and no national ban exists barring them from ordaining gay and lesbians or recognizing gay relationships. Most Evangelical Lutheran churches accept gays and lesbians, and they hope to allow openly gay clergy to have intimate relationships in the near future.

- **Episcopal**
 - The Episcopal Church has a longstanding policy against the ordination of homosexuals. Nevertheless, individual churches sometimes ignore this doctrine, and several have performed ceremonies of commitment for homosexual members.

- **United Church of Christ**
 - The United Church of Christ allowed gay ordination in 1980 and allows recognition of homosexual relationships.

- **Judaism**
 - Orthodox Jews interpret the Old Testament very literally and therefore consider homosexuality a sin. Most conservative and reformed synagogues openly accept gay members. Some reformed synagogues even ordain gays and lesbians and recognizing homosexual relationships.

Correlations between Suicide, Substance Abuse, and Gay/Lesbian Conflict

- Gay and lesbian youth are two to six times more likely than other youth to attempt suicide.
- School systems and the media ignore the relationship between homosexuality and teen suicide even after clinicians in the gay and lesbian community have publicly acknowledged the trend.
- Taboos surround the free and open discussion of homosexuality. Consequently, the suicide prevention programs in schools fail because teens feel constrained in revealing their true sentiments.
- Statistics indicate that lesbians and gay men are at much greater risk than the general population for substance abuse, and substance abuse has been consistently linked to increased risk of suicide.
- Reasons cited for substance abuse are: dealing with grief or loss; dealing with depression, reducing anxiety; escaping pressure or reality; reducing inhibitions; feeling more free. The role of bars and social meeting places also contribute to the problem.
- Society's traditional substance abuse recovery networks remain closed to the GLBT community; supportive groups like family, school, or the church alienate and reject GLB T individuals.

Source: Project 10, Los Angeles Public Schools

GLBT Activism

How to Fight Heterosexism and Homophobia on Campus

Educate Yourself

- Read gay, lesbian, bisexual, or transgender literature and history
- Read newspapers or journals that feature gay, lesbian, bisexual, or transgender news/issues
- Go through a whole day imagining yourself to be gay, lesbian, bisexual, or transgender
- Attend gay, lesbian, bisexual, or transgender speakers, films, workshops, cultural events
- Attend a meeting of a group such as PFLAG (Parents, Family and Friends of Lesbians and Gays)
- Listen to and learn from gay, lesbian, bisexual, and transgender people

Model Non-heterosexist or Non-homophobic Behavior and Attitudes

- Take pride in your same sex friendships
- Use inclusive language like partner or date rather than boyfriend/girlfriend wife/husband
- Make friends with and get close to gay, lesbian, bisexual, and transgender people
- Don't make assumptions about others' sexual orientations or genders
- Don't assume that being gay or lesbian is just about being sexual
- Don't assume gays or lesbians don't have, like, or want children
- Keep confidential information you have about others' sexual orientation or gender presentation
- Use the same standards for same gender affection in public that you use for opposite gender affection

Create an Inclusive Culture and a Welcoming Environment

- Assume that people in your residence hall, classes, groups, and/or campus are gay, lesbian, bisexual, and transgender
- Assume that closeted gay, lesbian, bisexual, or transgender people in your residence hall, classes, groups, campus are wondering how safe the environment is for them; provide safety by making it clear you accept and support all people
- Put up bulletin board displays that include same sex couples or references to gay, lesbian, bisexual, and transgender lives
- Post flyers announcing events of interest to gay, lesbian, bisexual and transgender people remember there is a heterosexual assumption so actively advertise gay, lesbian, bisexual, and transgender people are welcome especially at parties or dances

- Find out about and share resources and information on gay-affirmative service providers, events, bookstores, bars, etc.
- Say the words gay, lesbian, bisexual, and transgender out loud, be aware that there are potentially people around you that are gay, lesbian, bisexual, or transgender even if none are out.

Educate Others

- Sponsor a workshop on homophobia
- Sponsor a gay, lesbian, bisexual, transgender speakers bureau program
- Sponsor films like Pink Triangles, Times of Harvey Milk, Before Stonewall, Personal Best, Parting Glances, Desert Hearts, etc.
- Set up bulletin board displays on gay, lesbian, bisexual, and transgendered issues/culture/people
- Have informal discussions where you live, go to school, work, groups, and friends
- Offer alternatives, accurate information, etc. when you hear homophobic stereotypes or myths
- Write articles for a newspaper on gay, lesbian, bisexual, and transgendered issues, write letters to the editor

Confront Overt Incidents

- Interrupt heterosexual/gender jokes, slurs, comments, or assumptions
- Actively react to anonymous anti-gay graffiti
- Get support for yourself when confronting incidents
- Make clear to all who are involved both relevant policies and your own feelings
- Provide support to the victim/target of the attack
- Critically review local media for heterosexual bias and call/write editors with complaints/suggestions

Take a Public Stand

- Wear a button such as “I support gay rights” or “How dare you presume I’m heterosexual”
- Attend rally or march supporting gay, lesbian, bisexual, and transgender people; write a letter to the school paper
- Sign a petition supporting gay rights
- Promote gay, lesbian, bisexual, and transgender nondiscrimination policies
- Campaign to pass gay rights bill
- Join an organization that promotes gay rights
- Form a support/activist group for heterosexual allies
- Organize to get more resources on your campus: an office for GLBT Concerns; lesbian and gay studies courses/program; pro-lesbian/gay counselors; gay, lesbian, bisexual, and transgender speakers, cultural events, etc.

Adapted from Wall, V. (1995). Beyond Tolerance: Gays, lesbians and bisexuals on campus. A handbook of structured experiences and exercises for training and development. American College Personnel Association.

Beyond Tolerance: Towards Understanding, Appreciation, and Celebration

There are eight stages of response described on this continuum. The actions move from being extremely homophobic or heterosexist on the left end of the continuum to extremely anti-homophobic and anti-heterosexist on the right side of the continuum.

- 1. Active Participation.** This stage of response includes actions that directly support lesbian/gay and gender oppression. These actions include: laughing at or telling jokes that put down lesbians, gays, bisexuals, or transgender people; making fun of people who don't fit the traditional stereotypes of masculinity or femininity; discouraging others and avoiding personal behavior that is not sex-stereotyped; and/or engaging in verbal or physical harassment of lesbians, gays, or heterosexuals who do not conform to traditional sex-role behavior. It also includes working for anti-gay legislation.
- 2. Denying or Ignoring.** This stage of response includes inaction that supports lesbian, gay, bisexual, or gender presentation oppression coupled with an unwillingness or inability to understand the effects of homophobic and heterosexist actions. This stage is characterized by a "business as usual" attitude. Although responses in this stage are not actively and directly homophobic or heterosexist, the passive acceptance of these actions by others serves to support the system of oppression.
- 3. Recognizing, But No Action.** This stage of response is characterized by a recognition of homophobic or heterosexist actions and the harmful effects of these actions. However, this recognition does not result in action to interrupt the homophobic or heterosexist situation. Taking action is prevented by homophobia or a lack of knowledge about specific actions to take. This stage of response is accompanied by discomfort due to the lack of congruence between recognizing homophobia or heterosexism yet failing to act on this recognition. An example of this stage of response is a person hearing a friend tell a "queer joke", recognizing that it is homophobic, not laughing at the joke, but saying nothing to the friend about the joke.
- 4. Recognizing and Interrupting.** This stage of response includes not only recognizing homophobic and heterosexist actions, but also taking action to stop them. Though the response goes no further than stopping, this stage is often an important transition from passively accepting homophobic or heterosexist actions to actively choosing anti-homophobic and anti-heterosexist actions. In this stage a person hearing a "queer joke" would not laugh and would tell the joke teller that jokes that put down alternative lifestyles are not funny. Another example would be a person who realized that s/he is lesbian, gay, bisexual, or transgender if s/he participates in it, and then decides to participate.
- 5. Education Self.** This stage of response includes taking action to learn more about lesbians, gays, bisexuals, transgender individuals, heterosexism and homophobia. These actions can include reading books, attending workshops, talking to others, joining organizations, listening to lesbian or gay music, or any other actions that can increase awareness and knowledge. This stage is also a prerequisite for the last three stages. All three involve interactions with others about homophobia and heterosexism. In order to do this confidently and comfortably, people need first to learn more.

6. **Questioning and Dialoguing.** This stage of response is an attempt to begin educating others about homophobia and heterosexism. This stage goes beyond interrupting homophobic and heterosexist interactions to engage people in dialogue about these issues. With the use of questions and dialogue, this response attempts to help others increase their awareness of and knowledge about homophobia and heterosexism.

7. **Supporting and Encouraging.** This stage of response includes actions that support and encourage the anti-homophobic and anti-heterosexist actions of others. Overcoming the homophobia that keeps people from interrupting this form of oppression even when they are offended by it, is difficult. Supporting and encouraging others who are able to take this risk is an important part of reinforcing anti-homophobic and anti-heterosexist behavior.

8. **Initiating and Preventing.** This stage of response includes actions that actively anticipate and identify homophobic institutional practices or individual actions and work to change them. Examples include teachers changing curriculum that is homophobic or heterosexist; or counselors' inviting a speaker to come and discuss how homophobia can affect counselor-client interactions.

Adapted from Wall, V. (1995). *Beyond Tolerance: Gays, lesbians and bisexuals on campus. A handbook of structured experiences and exercises for training and development.* American College Personnel Association.

Schreier, B. (1985) *Moving beyond Tolerance: a new paradigm for programming about homophobia/ biphobia and heterosexism*

Copy of the Allies Contract

Allies Contract

I, _____, hereby have permission to be imperfect in regards to people who are different than I am and to not know all of the answers to GLBT questions and issues, if, at times, my ignorance and misunderstanding become obvious. I have permission to struggle with these questions and issues and to be honest about my feelings.

I am, however, committed to educating the community about the cycle of oppression, heterosexism, and homophobia, and to combating each of the aforementioned on a personal level. I am committed to working toward providing a safe, confidential support network for members of the GLBT community, and to treating everyone with the dignity and respect they, as human beings, deserve.

Signature: _____

Date: _____

GLBT Resources:

Websites:

Equality Florida (EQFL)

<http://www.eqfl.org>

Equality Florida is a statewide education and advocacy organization dedicated to eliminating discrimination based on sexual orientation, race, class, gender identity, and gender expression.

Gay, Lesbian, Bisexual Community Center of Orlando (GLBCC)

<http://www.glbcc.org/>

Known to many as “The Center,” this organization provides a safe meeting and gathering place and resources/referrals for lesbian, gay, bisexual, and transgender people of all ages.

GLBT Resources Website

<http://ucf.edu/~rgause/glbt.htm>

Reference Librarian Rich Gause has compiled a large listing of many GLBT resources available to all students, staff, and faculty members through the UCF Library.

Human Rights Campaign (HRC)

<http://www.hrc.org>

The Human Rights Campaign is a national political machine working for gay, lesbian, bisexual, and transgender equal rights.

Orlando Queer Academics (O-QuAc)

<http://ucf.edu/~cschippe/oquac.html>

Orlando Queer Academics is a resource, organizational, and social group for GLBT academics and intellectuals. It meets on a regular basis in order to exchange resources and talk about work in areas of sexuality, gender, and queer studies.

Allies Website within UCF Counseling Center

<http://www.counseling.sdes.ucf.edu/allies/home.html>

The Counseling Center offers services in an atmosphere that is welcoming and comfortable for all students regardless of race, gender, ethnic background, age, sexual orientation, citizenship, or physical status. **Go the Allies website to get more GLBT links.**

UCF Gay, Lesbian, and Bisexual Student Union (GLBSU)

<http://ucf.edu/~ucfglbsu/>

The UCF Gay, Lesbian, and Bisexual Student Union is a fellowship of students who share the common bond of interest in GLBT concerns. GLBSU strives to eliminate homophobia on campus and in the community and mend the detrimental effects of hate, ignorance, and intolerance toward gay, lesbian, bisexual, and transgender people.

Gay Information Websites:

<http://www.gayorlando.com/>

<http://www.watermark.com/>

<http://www.advocate.com/>

GLBT Resources

Books:

Alyson Almanac: The fact book of the lesbian and gay community. Alyson Publications (1994-1995)

The Big Gay Book. John Preston (ed.). New York: Plume.

The Gay Book of Lists. Leigh Rutledge. Boston: Alyson Publications, 1987.

Gay and Lesbian Stats. Bennet L. Singer. Free Press.
The Gayellow Pages: The National Edition (1995). New York: Renaissance House.

Is It a Choice? Answers to 300 of the most asked questions about gays and lesbians. Eric Marcus. Harper San Francisco.

One Million Strong: 1993 March on Washington for Lesbian, Gay, and Bi Rights. Cece Cox, Lisa Means, Lisa Pope. Alyson Publications.

The Rights of Lesbian and Gay Men: The basic ACLU guide to gay person's rights. Nan Hunter, B. Machaelson and B Stoddard.

After the Ball: How American will conquer its fear and hatred of gays in the 90's. Marshall Kirk and Hunter Madsen.

Another Mother Tongue: Gay words, gay worlds. Judy Grahn. Boston: Beacon Press, 1984.

Being Homosexual. Richard Isay, MD. Avon Books.

Beyond Tolerance: Gays, Lesbians, and bisexuals on campus. Nancy Evans and Vernon Wall (eds.). American College Personnel Association.

Films:

- Angels in America (2003)
- The Celluloid Closet
- The Road To Love (2003)
- Torch Song Trilogy (1988)
- The Laramie Project (2002)
- Love Valor and Compassion (1997)
- History Lessons
- Treading Water
- Boys Don't Cry, The Brandon Tina Story
- Normal

Evaluation of the Allies Advance

Date of the Advance: _____

Which of the following are you?

- Student
- Staff
- Faculty Member

Do you plan to sign the Allies Contract?

- Yes
- No
- Maybe

Please provide comments about your decision.

How did you hear about the Advance?

What Advance activity did you find most helpful, and why?

What Advance activity did you find least helpful, and why?

Please provide suggestions on how to make the Advance better.

In Allies continuing education workshops, what topics would you like to include for further discussion and analysis?

Please provide comments about the Advance's presenters.

ALLIES ADVANCE EVALUATION

Gender: Female Male Transgender

Sexual Orientation: Heterosexual Bisexual Gay

Age: _____

Current class standing/UCF position: (Check only one)

____ Freshman ____ Sophomore ____ Junior ____ Senior ____ Post Bach. ____ Graduate Student

____ Faculty ____ Staff ____ Administrator/Professional

Ethnicity/Race:

____ African American/Black ____ Asian/Pacific Islander ____ Caucasian/White ____ Hispanic ____ Native American

____ Multiracial

____ Other - Specify: _____

Please rate your agreement with each statement below.

1. My knowledge and awareness of heterosexism, homophobia, and gay, lesbian, bisexual, and transgender (LGBT) issues increased as a result of attending this Allies Advance.

Strongly					Strongly
Agree	Agree	Neutral	Disagree	Disagree	
5	4	3	2	1	

2. My comfort level with talking about LGBT issues increased as a result of attending this Allies Advance.

Strongly					Strongly
Agree	Agree	Neutral	Disagree	Disagree	
5	4	3	2	1	

3. I would recommend this Allies Advance to a friend.

Strongly					Strongly
Agree	Agree	Neutral	Disagree	Disagree	
5	4	3	2	1	

4. This Allies Advance was a worthwhile experience.

Strongly					Strongly
Agree	Agree	Neutral	Disagree	Disagree	
5	4	3	2	1	

5. I am more likely to be active in combating heterosexism and homophobia in my life due to the Allies program.

Strongly					Strongly
Agree	Agree	Neutral	Disagree	Disagree	
5	4	3	2	1	

6. I would have been comfortable signing an Ally contract and posting an Ally placard where it would be visible to others, even before my attendance at the Advance.

Strongly					Strongly
Agree	Agree	Neutral	Disagree	Disagree	
5	4	3	2	1	

7. I would now be comfortable in signing an Ally contract and posting an Ally placard where it would be visible to others because of my attending the Advance.

Strongly					Strongly
Agree	Agree	Neutral	Disagree	Disagree	
5	4	3	2	1	

8. I don't think I would ever be comfortable signing an Ally contract and posting an Ally placard where it would be visible to others.

Strongly					Strongly
Agree	Agree	Neutral	Disagree	Disagree	
5	4	3	2	1	

9. I found the panel discussion to be informative and useful.

Strongly					Strongly	
Agree	Agree	Neutral	Disagree	Disagree		
5	4	3	2	1	N/A	

Please write any comments that you have about the Allies Advance or Allies Program on the back of this form.

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Signature: _____ Date: _____



Name: _____ Date of the Advance: _____

Staff ____ Student ____ Faculty ____ GA/TA ____

E-mail Address: _____

UCF Address: _____

Work or Home Phone: _____

(If Student) *Date of Graduation: _____

UCF Department: _____

UCF Organization Affiliation: _____



____ Check here if you **do not** wish to include your name/contact information in Allies newspaper ads.

____ Check here if you **do not** wish to include your name/contact information on the Allies website.

____ Check here if you **do not** wish to join the Allies list serve.